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ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Scientific Money Raising

NEW needs create new methods. Conventionality is never adequate in emergencies. Hectic individuality schemes are liable to be as harmful as a cloudburst. Personality always uses all that is available in conventionality with as much of the push and punch of individuality as is safe and sane.

A notable present demonstration of highly efficient personality is the scientific method of raising funds in emergencies for educational, religious, charitable institutions, and civic and social service undertakings.

No business enterprise avoids bankruptcy today that manufactures, displays goods, or promotes salesmanship on the conventionalities of even ten years ago. The old-fashioned tin peddler's cart with its wares strung up on both sides and in the rear would make as much of a success as a hardware establishment today as entrusting the raising of funds to build the Cathedral of St. John the Divine or a great city hospital as money was raised for any cause a few years ago.

A weeping college president or a whining pastor portraying a few desperate individual cases would have as much effect today in raising $10,000,000 for university enlargement or $15,000,000 for a cathedral as a toy balloon vender would have in promoting a congressional appropriation for developing aeroplane mail service.

The creation of scientific ways and means of strengthening educational and humanistic institutions by men with skilful business penetration and artistic personality is the dawn of a new day for those who would render greatest service by the use of time, talent and money when and where most needed.

Jane Addams

A GROUP of very worthwhile young people, all with much achievement to their credit, were sitting by a blazing open fire at a prominent New England shore resort, when each of them told whom he or she would rather be than any one else in the world, and why.

One of the young women said she would sooner be and do what Jane Addams is and has done. What a noble choice! No other woman has achieved as much as has Jane Addams.

The following editorial in the Boston Herald on Memorial Day this year deserves appreciative reading:—

"JANE ADDAMS MAKES A POINT"

"Miss Jane Addams packed a volume into a paragraph when at the meeting of the National Federation of Social Settlements she said:—

"'Fifteen years ago those of us who felt that child labor, for instance, could be better controlled by the federal government than by the states simply went about saying so, and nobody questioned our sincerity. But if you say it now you are a Bolshevik.'

"Miss Addams, in spite of a record for self-denying social service that has earned for her the respect and the gratitude of multitudes, has experienced in her own career precisely what she alludes to in that little statement.

"What she is today she has been for a third of a century. What she was when she began her famous work in Hull House that is she today. Yet what she then said she may not say today without being made the target of abuse and criticism. The change has not been in Miss Addams. Those who fear their interests might be hurt by her words and deeds have seized upon the epithets which the Russian revolution has provided, and used them against her. Ideas that before the world war nobody considered 'dangerous' or 'revolutionary' are labelled 'bolshevistic' and some of the mud sticks. That is the whole truth about a considerable amount of the recent propaganda against Jane Addams, and this probably is true of some other Americans who today are suspects, and yet are not conscious themselves of any shift in their own aims."

Colonel Edward B. Ellicott has been re-elected president of the Chicago Board of Education and has consented to serve another year. Apparently there is harmony between the Board of Education and the Department of Education.

Smith College students abandon the honor system.

A Famous Rural "Who's Who"

WE HAVE known of nothing quite so illuminating in all the crusading for rural children and country life as the creation of Mrs. F. C. Beverley of Whitmell, Virginia, who has published a "'Who's Who' of Whitmell Farm Life School," in which is the record of every graduate of the school in the last six years. The school keeps an intimate record of every graduate.

We have known no urge at all comparable to this for creating and maintaining a country life morale. Such a booklet easily pays for itself, and if there were any fear of lack of funds there could be a guarantee fund secured as easily as for a basketball team.

Mrs. Beverley has started as important a service for the development of Farm Life Schools—and country schools will always be Farm Life Schools—as was started by Theodore Roosevelt or any other champion of country life improvement. Mrs. F. C. Beverley's platform account of the various achievements at Whitmell is one of the most interesting and important educational addresses of the day.

Riverside Lodge

"RIVERSIDE LODGE," Sherborn, Mass., the pioneer State Teachers Home for "Rest and Recreation," is open for its first season, thanks to the devotion of Cora E. Bigelow, a Boston teacher and attorney. It was through Miss Bigelow's interest that the valuable Sherborn property was presented to the Massachusetts Teachers Federation. There is no lovelier place for teachers at a reasonable cost to find rest and recreation every way attractive. Miss Bigelow, 5 Smith Court, Boston, is hostess, and reservations can be made through her.

North Carolina's Leadership

WE have no reference to the present famous leadership in North Carolina, but rather to the fact that in 1800—one hundred and twenty-six years ago—there were more academies, all of the better sort, in North Carolina than in any other state.

There were in 1800 thirty academies in North Carolina, twenty-one in Virginia, twenty in Massachusetts, fourteen in New York, and twelve in Pennsylvania.

The first school in the New World for the teaching of business English, bookkeeping, surveying and navigation was in 1710 in Charleston, South Carolina.

Selling Public Schools to Parents

By A. E. WINSHIP

PARENTS send their boys and girls to public schools expecting expert service in making them both good and good for something.

Parents have a right to expect official record making and not merely apparent success. At the Interscholastic meet at the Harvard Stadium, May 29, 1926, Hank Russell of Cornell won the heat in a 220-yard dash and tied the record of Bernie Wefers on May 30, 1896, thirty years before. But he gets no credit for tying that record because he had a strong wind at his back.

No record is officially broken under exceptionally favoring conditions. It is not a record made in school under a teacher of compelling personality that makes an official record. That can only be made in the world's competition with no high mind pushing one forward helpfully. A high school girl in a small country community with everything urging her to supreme effort won a two-thousand-dollar scholarship in a State College, and went proudly to her new scholarship life. But all the push of the wind at her back was missing. She chose the wrong subjects, had the wrong professors, was a misfit with her classmates, and at the end of the first year was down and out, leaving the college in June with none of the glory with which she had entered in September and fifteen hundred dollars of her scholarship was sacrificed. The public school has not sold itself to parents when their children sit on the platform at graduation holding beautiful flowers or even reciting a valedictory essay. What will they do when they come into competition in a 220-yard dash with no strong wind at their back? What will the world's official record be? The public school must sell itself to parents by showing that their children will be good and be good for something out in the complex world where the multitude, prepared for the dash, the pole jump, the hurling of javelin, in institutions far and near, are the competitors, where the official records they would break were made thirty years ago, were made before they were born. Now that the record of students entering the colleges and universities is standardized scientifically and the records of all these institutions are officially reported it can be known what the records really are. There is one Preparatory Boys School that leads all others by going "under the tape." With nearly one hundred taking the university examination not a student has failed in eight years to pass with credits. It goes without saying that no student can enter that school as a freshman unless he has demonstrated that he is dead in earnest to make good, and no student will be retained when there is ground for suspicion that he is there with any other interest than that of making supreme effort to be a master of himself and of every subject. The public school so far as it is possible must convince the parents that their boys and girls will be inspired and helped to prepare for the examination in real life with every prospect of getting a hundred per cent. in the finals.

We had to choose on the afternoon of May 29, 1926, whether to see the nine Giants and the nine Braves go to the bat, or see the representatives of thirty-nine colleges of the Intercollegiate Association of Amateur Athletes of America in their fifty-first annual meet. The real urge in the choice was to see if Southern California University could withstand the attack of Yale and Harvard and other traditional universities and keep the intercollegiaate track and field championship won in Philadelphia last year. It was quite thrilling to see the University of Southern California retain her championship, and hardly less interesting to see Stanford second and the University of California win sixth place, giving California one half the first six honors. Yale was third, Harvard fourth, Syracuse fifth. The only excuse for intruding this personal reference is the fact that interscholastically this is one great country with East and West vying with one another, which leads us to reprint the verse* of Edna St. Vincent Millay, which we printed last September:—

"The world stands out on either side
No wider than the heart is wide;
Above the world is stretched the sky,
No higher than the soul is high.
The heart can push the sea and land
Further away on either hand,
The Soul can split the sky in two,
And let the face of God shine through.
But East and West will pinch the heart
That cannot keep them pushed apart.
And he whose soul is flat—the sky
Will cave in on him by and by."

*Edna St. Vincent Millay's "Renaissance"

The Assembly in Junior High School

By W. HENRY MILLER

Fall River, Mass.

THERE are many forces operating in a Junior High School which divide it into parts less than the whole; students are divided into home room groups, they have departmental work, they belong to various clubs and other organizations. There is, therefore, need for some large activity which will act as a force to unite the whole student body. The assembly provides such an activity. Here, through participation, may be developed that WE FEELING, that spirit of unity so essential for what is generally called school spirit, but which I prefer to call morale.

The assembly should be a student activity, always guided of course by some sympathetic and stimulating adult. It should provide valuable experience for as many different students during the school year as possible. It should not be dominated by adult participation or adult programs. I am in favor of having leading men appear on the program only now and then. They should be secured because they are able to get across to the boys and girls a valuable message, and not merely because of their leadership in the community. It takes considerable skill of a highly specialized kind to talk to early adolescents so that they will listen interestedly. No program that does not challenge or is not worthy of the attention of the pupils should be tolerated.

The chairman in charge of the program during assembly should be a student chosen because of the value the experience of being chairman may be to him; a different chairman for each assembly in order that the experience may have as wide an application as possible. This chairman should be in actual and not merely in nominal charge of the program. If a speaker be on the order of procedure the chairman should have the privilege of introducing him. Whenever the principal speaks at assembly (now and then only) he should be announced by the chairman, and should address the chair before speaking to the audience. The principal should do this not to be facetious but, with all possible dignity, to impress upon everyone present the fact that he recognizes the chairman's position, and is willing to lend his influence to dignify it. The experience of presiding at an assembly would mean little to most adults in a school, but it is very apt to be a red letter day to the boy or girl who goes through it. I have seen boys and girls acquire the habit of holding their heads higher and of expressing finer attitudes because they had had this wonderful experience.

Because the assembly is a unifying activity every teacher should be required to attend, not in the capacity of a policeman but of an interested auditor. Usually it is best to have each home room teacher sit with her group of pupils, but this should not necessarily become a fixed habit. Since self-control, courtesy, co-operation and other such desirable virtues have not been really learned until they are practiced when and where necessary, pupils should come to the point where no teacher's presence is necessary to insure good behavior. If we expect this high standard of the students and lead them up to it in the right way they will not disappoint us. Good behavior in assembly needs to be acquired, it does not come of itself. Guidance can do much to bring about this much desired end.

So much for general principles underlying the assembly. Now, what about programs? The statement has already been made that the program should challenge and merit the interested attention of the boys and the girls. This does not mean that the program must necessarily be spectacular, or a song and dance affair. Certain theatrical managers seem to have assumed that in order to be a great success a production must shock the modesty and other sensibilities of their patrons. We who work with the youth of the land know better than that. Junior High boys and girls are interested in pages out of the every-day lives of their companions when presented in an interesting but not necessarily in an unusual way.

The assembly furnishes a splendid opportunity for each department of the school to place its work before the whole student body, in its very best light. In this way the assembly may serve as a means of exploration and guidance as well as a unifying force. Here the whole school may become acquainted with the aims and accomplishments of every part of the school. One week Latin may hold sway on the program, the next week mathematics, the next the woodworking shop, the next some club activity, etc., until each of the departments has had its day.

The material for these programs should be taken largely from the everyday work of the classroom so that the most of the preliminary

preparation can be valuable class work, motivated because it is to be used for assembly. This is a point which is difficult for some teachers to grasp; they are apt to think they must go far afield for material for a program instead of making the program exemplify a page out of the real life of the school. It takes some courage and faith to apply this principle at first; but once tried, courage and faith will result in conviction, the assemblies will be vital, the work of the different departments will be emphasized and dignified, and the assembly atmosphere will be charged with happiness all around.

But, I hear some one say, these programs need stimulation and supervision, and the principal has many things to do. Right. On every faculty there can be found some one teacher who has the vision and who, if she can be given even two periods a week to devote to this matter, will develop into an expert. Let each teacher be responsible for a program in turn with the understanding that she may look to the assembly teacher or director or whatever you prefer to call her, for suggestions and help. During a suitable period during the week there can be a rehearsal with the adviser present to help with suggestions and sympathetic advice. There should be very few after-school rehearsals because such an arrangement does not always make for enthusiastic participation by students or teacher. I believe that anything worth doing in school is worth doing on school time.

Now the assembly period has arrived. The pupils go into the hall in an orderly fashion, find their seats and chat with their neighbors just as educators at our great conferences do, until time for the program to begin. I have noticed that teachers enjoy this preliminary chat as much as the children do. An assembly call by a bugler is a good way to call the meeting to order. The chairman for the day may then be introduced by the president of the student body or by some other boy or girl prominent in the school. The chairman then takes charge and the program is on.

A description of several programs I have witnessed will follow later. These descriptions will serve to illustrate just what is meant by much that has been said so far.

Letter to the Eucharistic Congress

Material prosperity cannot be secured unless it rests upon spiritual realities. It is impossible to create a commercial system which is not built on credit, confidence, and faith. Without the elements of honor and honesty there can be no economic advance. If the requirements of character be withdrawn from our business structure the whole fabric will collapse. No government can long endure unless its people are convinced that it is a righteous government. If our country has achieved any political success, if our people are attached to the constitution, it is because our institutions are in harmony with their religious beliefs. It is for these reasons that the religious life of the nation is so important. If America is advancing economically, if it is the abiding place of justice and freedom, it is because of the deep religious convictions of its people.

Calvin Coolidge.

Personality of Denver

By A. E. WINSHIP

THE metropolis of the Intermountain region has achieved rare personality, and it has been a genuine joy to know the evolution of the city for more than half a century, since before Colorado was a state.

Denver has had great responsibility as the dominant factor in the Intermountain region, and she has used it dominatingly instead of domineeringly. It is the only Intermountain city that focuses travel to Texas and South Dakota, to St. Louis and the Southeast as well as to Chicago and the Northeast, that sends de luxe trains to Los Angeles and the Northwest, as well as to San Francisco. Its daily papers cover as wide a range of circulation as those of any city west of the Missouri River, and it is the trading centre of a wide range of country.

Denver is so situated that it has never had, never can have a rival between the Missouri River and the Sierras. Denver has always had masterful leaders, men of vision, who have met emergencies skilfully and forcefully.

In nothing is Denver's personality quite as securely demonstrated as in her public schools, which we have known intimately for half a century. For three-fourths of that time Denver sat at the feet of the East and drew her educational leaders therefrom. Her schools had national fame when Aaron Gove, James H. Baker, and William H. Smiley, Van Sickle, Greenlee, Chadsey and Cole were directing the city's educational interests, but the city's personality has never had the national recognition that it has today when in several particulars she has the country from sea to sea sitting at her feet.

Denver's Opportunity School is international as is no other educational feature of any city in the New World. Its personality gives it distinction, as it escapes the conventionality of the traditional East and avoids the individualism natural to a relatively new country.

Its recent building program has as great a personality as has its Opportunity School. Other cities have spent more money on individual buildings and on a building program, but there is no greater personality in individual buildings and no other city has all of its high school grounds bordering on public parks, and in no other city are the schools located quite so scientifically for the benefit of the people or for effective appearance.

The most noticeable personality of Denver just now is its scientific course of study, the most complete, the most democratically constructed, the best balanced, and the most sane of any that has been created.

We are sure that no educational document issued by any city or by any state since Horace Mann's famous Fifth Annual Report has been called for as widely or quantitatively as has this. Every state in the Union has called for copies of this scientifically prepared course of study, and the greatest market has been from Massachusetts to the District of Columbia. Something like ten thousand copies have been called for already. It is a scientific masterpiece, and is so regarded by educational leaders.

That which gives high distinction to this course of study is the fact that Superintendent Jesse H. Newlon has organized a permanent department to watch the way this works in Denver, to hear reports of its working in other cities, and to keep track of the achievement of other cities so that Denver will always have the latest thought in school management, in subject methods and professional spirit.

The new administrative building has an interesting and important personality and his official family are specialists. Nowhere is there a more harmonious corps of educational workers than in the Denver of today.

My Trust

By Caroline S. Woodruff

Castleton, Vermont

I am a teacher—
And trusting, childish eyes
Look unto me confidingly,
Their little hands in mine,
To follow me, to anywhere.
Be my way or high or low or middle ground
They follow.
Oh, let me feel
What mighty trust is mine!

I am a teacher—
And ardent, restless, longing youth
Look unto me expectantly,
Fulfilment of their dreams to aid.
As I lead they follow.
Oh, let me take the upper road
Leading to the heights
And they must follow.
A mighty trust is mine!

One there was
Known throughout the ages
And over all the world—
The Great Teacher,
Who leads forever to the Light.
His name I bear.
Oh, wondrous thought
That challenges my highest, best.
I am a teacher.

Wayside Jottings in the East Indies

By L. H. PUTNEY

AT last we are back in the Orient once more. How good its noise and confusion seem; yes, its smells and dirt, too, after our three months in white Australasia! No longer do we have to hunt around to find some one to carry our baggage, or to do our washing, or to render the hundred-and-one little services that make traveling easy, for we have returned to the land where men must work and where you can get honest service for a reasonable price.

Since our last letter we have threaded a second time the dangerous passages of the Great Barrier Reef, crossed the Arafura, and Flores and Java seas, and coasted Timor and Celebes and dozens of the lesser islands of the East Indies. We wonder what pictures the words East Indies will conjure in the minds of our readers—perhaps, of Salem clippers playing hide-and-seek with pirate junks; or, maybe, only of such unromantic things as tin and spices and rubber. Be that as it may, at the moment we are in middle Java, in the shade of the so-called Boroboedoer Temple, a ruin probably unequaled for beauty by any of the many old Hindu monuments erected to do honor to the memory of the Buddha. Space will not permit us to describe at length this magnificent pile, which at a distance looks like a huge gray crown rising from the midst of a velvety green cushion of rice paddies and surrounded with a background of smoking volcanic cones. It is built of stone blocks so carefully fitted together that no cement was required, and is arranged in seven distinct stories, each a little smaller than the one just below, and adorned with miles of bas-reliefs, to say nothing of a thousand or more life-size statues of the Buddha.

Now for a bit of geography. The East Indies stretch somewhat in the form of a flattened letter S from the shores of Asia to those of Australia, forming, as it were, a bridge connecting the two continents. So close are the several islands that in the entire distance—a fortnight by steamer from east to west—one is barely out of sight of land. It is generally agreed by the scientists, we believe, that the northernmost of the islands were once a part of Asia; and the southernmost, of Australia. At any rate, the wild animals found in Sumatra, Java, and Borneo are much the same as on the Asia mainland, while those of New Guinea and the Moluccas include varieties of the species found only in Australia Except for the northern portion of Borneo and the eastern halves of Timor and New Guinea, all this vast stretch of country belongs to Holland, and is known collectively as the Netherlands-Indies. All told, the Netherlands-Indies have an area about equal to that part of the United States which lies east of the Mississippi river, omitting Mississippi, Alabama and Florida.

Seen from the sea the East Indies present a picture not soon forgotten, thanks to their many volcanic peaks—Java has at least 125—and their luxuriant tropical vegetation. The most precious jewel of the whole collection is Java, an island lying about six degrees south of the equator, with an area approximately that of New York State.

Java vies with England for the distinction of being the most densely populated country in the world. Its population is estimated to be about 35,000,000, or 712 to the square mile as compared with only 479 in Massachusetts. Most of these people live in small villages, called kampeongs, which are usually near some stream and almost hidden from sight by trees. Each kampeong is presided over by a head man who represents it in its relations with the government. Frequently all the inhabitants of a kampeong belong to the same family, and are so strongly attached to their kampeong that they always try to return there to end their days, or when in trouble. Taking advantage of this trait, the government is able to apprehend many a criminal who otherwise would escape the toils of the law.

At the head of the government of the Netherlands-Indies is a governor-general appointed by the Queen of Holland for five years. He makes his home at Buitenzorg, an hour's journey by fast train from Batavia, the capital, and has there a beautiful white bungalow-palace, near the world famous botanical gardens, where orchids worth their weight in gold in New York are as plentiful as mistletoe in the southern part of the United States. Except in their foreign relations the Netherlands-Indies are largely autonomous. The governor-general has both legislative and executive power, but in the former he is assisted by an advisory body known as the Council of the East Indies. Besides, there is the beginning of an Indian parliament—the People's Council, consisting of forty-eight members, partly appointed by the governor-general and partly elected. In matters of finance, military service, taxation,

etc., the governor-general must consult the People's Council; in practice, he does on many other questions, too.

The Dutch have been peculiarly successful in their relations with the natives, who are largely Mohammedans, except in northern Celebes and the Moluccas, where Christianity was strongly planted nearly three centuries ago. This may be due to the fact that there has been a good deal of intermixing of the races; and that, unlike the British in China and India, and the Americans in the Philippines, the Dutch do not look on the land of their fathers as "home," but are proud to call themselves "East Indians." Just how extensive has been this intermixing is brought home forcibly to one who visits the so-called "European schools," for everywhere he does this, it matters not whether it be in Java, Celebes, or Sumatra, he is impressed with the fact that the children have much Malayan blood in their veins. These half-castes are never referred to contemptuously as "Eurasians" or "mestizos" or "half-breeds," but are invariably classified as "Dutch," and treated with all the respect shown any full-blooded Dutchman.

For administrative purposes the islands are divided into many districts, known as "residencies." In all but two of these residencies there are native regents, who are given sufficiently large allowances so that they are able to surround themselves with considerable native pomp. While there is a Dutch resident in the district whose instructions the regent is bound to obey, the policy of the government is to enhance the regent's influence among his people by bestowing on him all the dignity and responsibility possible. Instead of using force, it usually attains its ends by tact, as is well illustrated by the following incident. Over in Celebes, a few years ago, the natives were much opposed to having roads built, so the resident presented one of their chiefs with a fine team of horses and a carriage. This little brown gentleman then was so anxious to drive around in state that his people immediately got busy building roads.

In Java there are still two native sultans, who keep up their old-time Oriental courts within the walls of their "kratons" or palaces. Once a week they give audiences to persons introduced by the resident. A visit to one of these kratons is a most enjoyable experience. We were fortunate enough to visit that at Soerakarta. The Sultan there is sixty-one years old and has thirty wives and sixty-one children. Within the kraton is a school employing seven teachers, where his progeny, along with that of some of his polygamous nobles who dwell within the palace enclosure, are receiving an education. In this connection let us say that all the schools in the Netherlands-Indies are in session every day except Sunday, but that on Fridays those for natives close at eleven o'clock instead of at one, as on other days, so that the Mohammedan children may attend the services held in the mosques at noon on that day (their Sabbath).

Owing to the heat in the middle of the day it is the rule throughout the Netherlands-Indies for the shops to close at one o'clock and then to re-open at about four for three or four hours. The usual time for paying social calls is between five and eight in the evening, and the dinner hour in all the larger hotels is either eight or eight-thirty o'clock. It may be interesting to learn that the poorest hotel we have stayed at in Java is better appointed than almost any hotel we found in Australia. Invariably they are built on the bungalow plan for protection in event of earthquakes (throughout the East Indies 445 earthquakes were registered in 1924); the one at which we stayed in Batavia would cover about four city blocks. Everywhere we found the meals good, an important part of the breakfasts being cheese, and cold sausages and other cold meats.

Java has given us the surprise of our lives. We have heard the Americans in the Philippines boast so much of their own accomplishments that we thought a higher degree of civilization had been wrought there than anywhere else in the Orient. But a former governor of the Philippines well indicated the comparative advancement of those islands with Java, by holding his hand near his knees to represent what had been accomplished in the Philippines and then placing it above his head to show the same thing for Java. To be sure, you do not see that aping of Europeans so noticeable on the part of the men in Japan and the Philippines. Apparently the Javanese are proud of their native customs and intend to keep them alive, and in this they are encouraged by the Dutch. Practically all the native teachers we met were dressed in the long batik skirts known as "sarongs," and were barefooted. Like their fathers, they go down to the river to bathe, whole families together. In their schools they sing strictly native songs and sometimes learn to play native instruments.

Nowhere else in the Orient, not even in Japan, will you find such excellent railways as in Java. Even Australia cannot show a single railway station which for cleanliness and orderliness may be compared with dozens throughout that island, nor with few exceptions do her railways possess such comfortable coaches.

NOTE—Next week I shall tell about Schools in the East Indies.

"Student Government" in Teachers' Colleges

By CHARLES E. SCOTT

State Normal School, Dickinson, N. D.

[General interest in the matter of organizing a Students' Association in the State Normal School at Dickinson was aroused by a debate in assembly some time ago by members of the Forensic Association. The question was later discussed in faculty meeting with the result that the president appointed a committee to study the problem and make a report to the faculty. The following is the committee's first report to the faculty, minus the committee's recommendations which, of course, are affected by our own local situation and would probably not be of general interest.]

ON January 5 a questionnaire was sent to the presidents of teacher-training institutions, most of which are members of the American Association of Teachers Colleges, for the purpose of securing information relative to the type of student organizations existing and to secure faculty opinion relative to the success of such organizations.

Of the seventy-five institutions addressed, fifty-seven responded, either by filling out the blank or by letter or by both. The hearty response indicates a keen interest in the matter of student organization. Many, in addition to answering the questions, added a note in the margin, wrote on the back of the page, or added a letter. In several cases, two replies came from the same institution, usually one from the president and one from a dean.

Of the fifty-seven that replied, thirty-seven replied that they have a student organization that includes the whole student body. One replied that the matter is "in the air," another that such an organization is being formed. Eighteen replied that they do not have an organization that includes the whole student body. Of these one replied that it has an organization that includes all but the high school students. Two presidents replied that they not only did not have such an organization, but that they did not want one.

Thirty-seven institutions specifically answered the question: "Does it exercise the governing function?" Of the thirty-seven, fifteen replied "yes," seventeen replied "no," five replied to the effect that it assists the faculty in this function. Of course, one can readily see the defect in this question. It is capable of various interpretations. We realized this when the questionnaire was formulated, but after careful consideration, decided to leave it in its general form, and to depend upon examination of student handbooks, copies of the constitutions of student organizations and the like for more explicit information concerning this item. Answers to the next question and the letters accompanying replies indicate that even in most cases where it was indicated that the student organization exercises the governing function, it is rather in a general and indirect way. It seems that seldom does the Student Council or other representative body of students actually exercise the disciplinary function over the other students, except in an indirect way by co-operating with the faculty in matters of discipline. It seems that, in most cases, however, the student organization, through its council or other representative body, does co-operate with the faculty to exercise rather complete control over student affairs and student conduct.

Answers to the third question, "What other functions does it exercise?" are very interesting. Thirty-three answered this question. It is very difficult to classify the answers. Fourteen mentioned the management of general student activities. Thirteen said that its function is co-operative, i.e., to co-operate with the faculty and the student body in the management of school activities, in the control of student conduct. Seven stated that it functions in an advisory capacity. Four said that it manages student welfare activities. Other statements were: "Management of student professional, social, and religious organizations." "Acts as a medium of interpretation, to interpret student opinion to the faculty and to interpret faculty opinion to the student body, to preserve the traditions and customs of the school." "To secure more general participation in school activities, etc." "To advise, suggest, execute." The extracts printed below from the letters throw more light on this subject.

Thirty-two institutions answered the question, "How long have you had such an organization?" It is very interesting to note the recency of the movement. The accompanying table shows that two had organized as recently as last fall, while only in four cases has it been in existence longer than ten years. The median is 5.7 years.

YEARS	FREQUENCY
15	2
14	0
13	1
12	1
11	0
10	3
9	8
7	1

6	3
5	7
4	5
3	1
2	2
1	1
¼	2

Thirty-two answered the question, "Do you consider that it has been a success?" Twenty-eight answered "Yes." Of these, three underlined the "Yes," evidently to add emphasis to their affirmation. None answered "no." Four gave qualified answers, two saying "partial," one saying "fairly," another saying "moderate." There were interesting comments on the success of such organizations in the letters, most of them being quite favorable. Some of these are found in the extracts below.

Forty-six answered the question, "Have you ever tried student government and abandoned it?" Forty-four answered "no." Two answered "yes." In answer to the question, "If so, what were the reasons?" one of these stated that they had abandoned it for the reason that their present co-operative plan is more efficient; the other stated that the whole tendency of their student government seemed to be a weakening of discipline through the granting of privileges to students. One institution answered that it had tried "student honor" in examinations and the "like" and abandoned it "because it didn't work." Another stated that they had once had as members of the discipline committee students selected by the faculty, but had abandoned the plan. No reasons were given.

In addition to the forty-eight replies to the questionnaires, eighteen letters were received. These contain comments for and against self-government and comments relative to the organization and the function of student organizations that are not only interesting sidelights on faculty opinion of student organizations but constitute valuable information for one seeking information on this problem.

"We have found the Students' Government Association one of the most helpful and stimulating influences in the life of the college. Under no circumstances would I think of conducting an institution without a strong Student Government Association." This from a president in an institution that has had student government for twelve years. The dean of women of the same institution comments as follows: "We think very highly of our student government organization, and believe that it is the sanest and most sensible form of government for adult students. I feel that every teachers' college and normal school should certainly have self-government."

"We should hardly know what to do without our Student Council—in fact, we could not do without it," says another president.

"We consider our student organization for the purpose of self-government the most important organization of the college. It has been decidedly successful, and our experience has been that young women will assume whatever responsibility is judiciously placed upon them and that they will do it well." This from the executive secretary in an institution that enrolls women only.

The following is from a man who was for two years student manager in one of our largest teacher-training institutions, and is now an assistant professor in such an institution: "If one is to accept the philosophy which fills modern school ideas, 'We learn to do by doing,' he cannot deny the idea of student participation in government as being sound and valuable. . . . In my opinion, the school today without some form of student participation in the regulation of student life and activities is decidedly out of step with the general trend. It is successful in many high schools—it should be equally successful or more so in colleges."

Some of the comments were less favorable, as indicated by the following: "I do not believe that it would be wise for an institution of our type, where the average student's life is shorter than in a university, to have final authority in matters of government." This is from a president of a teachers' college that has, as he says, "a degree of self-government."

Two presidents stated that they not only did not have a student organization whose duty it is to govern the institution, but that they did not want one. One explains: "We do not have it for the reason that I do not feel that it is the function of the student to exercise governing authority." The dean of women answering for another institution, says: "I believe this faculty has felt that student government is not practicable in a school that is a two-year school operated on the term system."

One president states: "Self-government is said to have certain training values for students but seems in many cases to become a somewhat artificial situation that consumes time, and after the plan is in successful operation it sometimes differs so greatly from the ordinary relationships in the life outside of school that it has some losses even as a training for citizenship."

The following extracts from letters are given because they shed light upon the prevailing concept of student government.

One president, after stating that they have a degree of self-government of students, says: "This does not, however, mean that the students are permitted to run the school as they please. . . . When it comes to a show-down . . . the administration of the school is the govern-

ing authority. The Student Council, as a matter of fact, in real practice, stands in an intermediary position between the student body and the administration."

A dean of women speaks as follows: "You will notice in the 'Object' that governing is only one of the benefits we hope to realize from the organized group; personally, I believe that that is the item which is the great bone of contention in such organizations when it is allowed to dominate the other objects of the society of students. Right now, we are questioning the wisdom of using the word 'governing' in the naming of our organization."

One president, after stating how the Student Council is constituted in his institution, says: "A great many matters pertaining to student propriety, and suggestions for many things about the school in connection with discipline are made by this Council. They never take matters entirely into their hands which belong to the administration. Their co-operation has been most highly satisfactory, and has assisted in many ways in the carrying out of policy."

The president of one of the best known State Teachers Colleges writes: "The governing function has never been delegated to the students. We have a dean of men and a dean of women. Our Student Council has been very efficient and helpful in many ways."

From the president of one of the older State Teachers Colleges comes this interesting statement: "The Student Council deals with any problem which is of general interest to the student body, whether it is a matter of government or not. It studies the problems and makes recommendations to the faculty. These recommendations may be approved, revised and referred back to the Student Council and approved or rejected. . . . We have not attempted to use student government except as outlined above, for the reason that the government of an institution is usually vested by law in the president and his faculty, backed by the layman board of the institution, and while these people may shift the responsibility somewhat, to the student body, they must after all remain responsible. We believe we are able to get the co-operation of the student body through the Student Council as effectively as we should through their own government."

Another president in the same state as the one just quoted has this to say: "Of course, there is no well-governed school in which the students are not a large factor in the government and no well governed school in which the faculty is not a large factor in student government. I doubt if there is anything desirable in school government that should be labeled 'student government.'"

And from the dean of men in a very well-known Teachers' College comes this statement: "The Student Council was organized in this institution nine years ago. It has been a success in the particular field of influence which it occupies. Personally, we do not believe in student government, but thoroughly believe in student and faculty co-operation."

A former student manager, who is now teaching in one of the larger Teachers' Colleges, thus concisely sums up the relation existing between faculty and the student organization: "Student government should not be construed by any administration to mean an avenue of escape from many problems of school management which arise. That is where the plan fails most often, perhaps—weak faculty support. Generally speaking, there is no such thing as student government—it is, in reality, indirect faculty government. If the administration falls down, the success is decreased. To go another step then—good student government in operation implies a good strong school administration back of it. Therefore, student government thrives best where least needed."

The president of an eastern State Teachers' College expresses a somewhat similar point of view: "The only way, in my opinion, to be sure that the student government will succeed is to trust it fully to do everything it undertakes to do. I have seen some student government policies ruined by various institutions that seemed to indicate they wished to use the student government to do certain things the faculty and president wanted done, and at the same time were not willing to let the students feel that they were really trusted and had the confidence of the faculty and president."

From the foregoing data it seems that president-faculty opinion is clearly in favor of an organization of the student body for purposes of co-operating with the faculty in managing student activities and in the control of student conduct. The bulk of opinion seems to be opposed to the student organization's exercising the governing function, if "governing" is interpreted in the strict sense as including the disciplinary function. However, there is decided lack of agreement on this point. It appears, further, that the most common type of student organization is one that includes a student council as the essential feature of the organization. "Student Council" was mentioned fifteen times in the replies, although no question was asked for the purpose of securing information on this point. It will be worth while to check up on this by an examination of student handbooks and constitutions, and to find just how the student council is composed.

Personal and Professional

HENRY W. HOLMES, dean of Graduate School of Education, Harvard University, has magnified the graduate work by planning for a more fully unified training for a professional career in education by the introduction of a two-year program for the degree of Master of Education. The faculty of the Graduate School of Education has voted to require two years of graduate study for the degree of Master of Education; and to admit students to candidacy for the degree of Doctor of Education only on the basis of a record of study in the school, completed with high distinction and approved by the faculty as affording evidence of constructive ability in the treatment of educational problems. These votes take effect in September, 1927.

JOHN O. CHEWNING, superintendent of Evansville, Indiana, the creator, at first with Louis P. Benezet, of the most complete system of student government of any American city, has, for the first time, had the privilege of seeing the Board of Education and the entire city committed unreservedly to the system. In a new high school when a new principal and new corps of teachers set it in operation a student was suspended for seven weeks.

The father protested against the suspension of his son by an organization of students, but the system weathered this threatening storm most nobly. Even the suspended student publicly endorsed the system from which he suffered at the public hearing which his father had created.

HAROLD S. BOARDMAN, president of the State University of Maine, unanimously elected after ten months' service as acting president, is a native of Bangor, a graduate of the University, 1895, with graduate work at the Massachusetts Institute of Technology, on the faculty of the University for more than a quarter of a century, and dean of the College of Technology since its establishment in 1910. He has always been popular with the students, which accounts for the ardent championship of the alumni for his selection as president. Of all the professors in the University Dean Boardman has been most active professionally, especially in scientific societies. He has always been progressive educationally. His election gives especial satisfaction to school men of the state, to the business men and to the public generally. The University has an enrollment of 1,500, of whom about one-third are women. The University has never been more prosperous or its future as promising as now.

WILLIAM O. THOMPSON, recently triumphantly elected by the Modernists as president of the National Association of Presbyterians at Baltimore, is president-emeritus of the Ohio State University, Columbus, and now pastor of the leading Presbyterian Church of Denver, the leading church of the denomination between the Missouri river and the Pacific states. Dr. Thompson has been one of the most prominent collegiate leaders in the country for a quarter of a century. Wise in counsel, conservatively progressive, skilful in administration, forceful in public address, with noble personality, he has been eminent in church councils.

A. P. SHIBLEY, superintendent of El Centro, California, has resigned to accept the superintendency of Huntington Beach, a thriving suburb of Los Angeles. Mr. Shibley has been one of the brilliant educational leaders of Imperial Valley since it attained national prominence as the wonderland of Southern California. There is nothing comparable to this valley "below sea level," which "Barbara North" immortalized. Mr. Shibley went to Imperial in 1910 when it was the centre of interest, and in 1915 he became superintendent of Imperial County schools, and in 1920 accepted the superintendency of El Centro, the metropolis of the valley. Thus for sixteen years he has been the outstanding educational leader of the valley. An increase in salary with the opportunity to be in the atmosphere of Los Angeles County, which has no superior in America, is adequate excuse for leaving the valley, in the making of which, educationally, he has had so important a part.

MRS. FLORA WARREN SEYMOUR, member of the United States Board of Indian Commissioners since 1922, the first woman thus honored, is a leading authority on the American Indian today. Her high efficiency in the Indian service led the government to honor her with the appointment on the Indian Commission. Mrs. Seymour has special literary skill, and is editor of The Step Ladder, the organ of "Bookfellows," of which Mrs. Seymour and her husband are the founders. Just now Mrs. Seymour is attracting especial attention because of her latest book, "The Indians Today" (Benjamin H. Sanborn Company, Chicago and Boston), the first book that makes the Indians of today appreciated for what they are capable of being. The high spot in her book is the story of the Osage Indians, "The Richest People in the World."

Economy of Public School Property

By CHARLES M. LARCOMB

State Normal School, Willimantic, Conn.

[A letter sent by Mr. Larcomb, supervising agent of the Connecticut State Board of Education.]

THE schools are not wasteful. On the contrary, they practice economy, but I am not sure that the child gets the moral implication behind economy of public property.

The school committee wish to provide pupils and teachers with such equipment and supplies as are needed, just as in the management of private business. They desire maximum results for every cent of tax money expended.

We should be even more careful to avoid waste of public school property than of our own capital because of the effect it has upon young children.

No conscientious school system will pass out paper by the tablet to have each page written upon a little and thrown away. It is good practice to pass paper when needed. This does not mean that a child must ask the teacher for every piece of paper. If he needs more, he should go and get it. The function of the teacher is to teach the lesson of economy and, incidentally, check up to see it is not wasted.

Some examples of economy:—

Paper partly used is laid in a pile by itself and used for arithmetic work, etc., when it is not to be handed in.

Paper cut into quarters for written spelling.

Paper that came wrapped about packages torn into pieces of the proper size and used for arithmetic.

Short pieces of colored crayons kept in a box to be used as needed.

A good flag just starting to fray repaired. This twentieth century Betsy Ross did a patriotic deed greater than lusty cheering as the flag goes by.

However, good judgment must be exercised in saving lest we be "penny wise and pound foolish." Do not forget that time as well as material is valuable. Over economy might be an enormous waste of pupil and teacher time, thereby actually cheating taxpayers.

Appropriation of school property:—

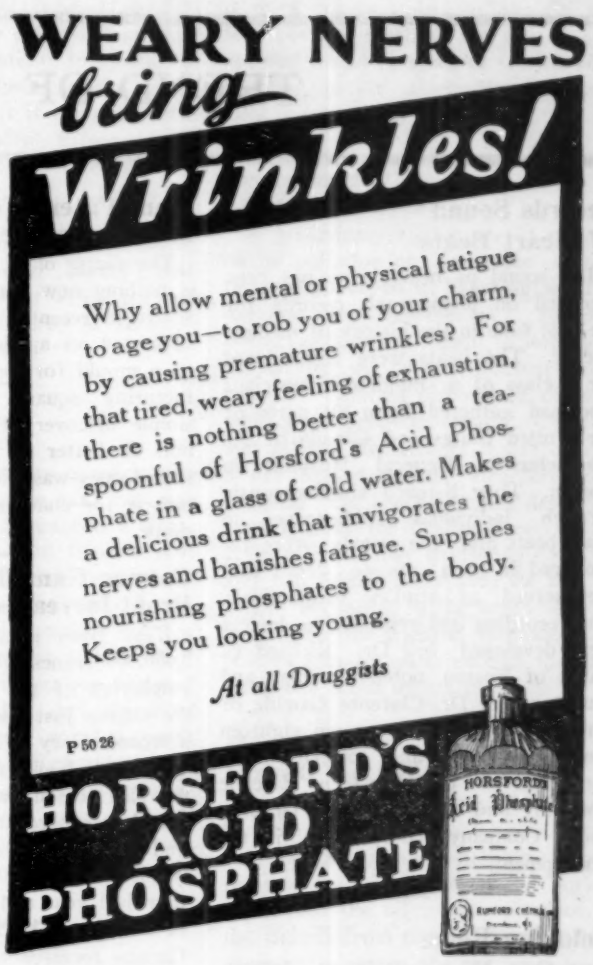
Scissors disappear at an amazing rate. Perhaps they are attractive to the child on account of their use. Sometimes I wonder if economic value at home plays a part. A pair of school scissors costs less than fifteen cents. A child who wilfully takes a pair has many hundred times fifteen cents' harm done his character.

School library and text books are frequently seen in homes beside the church hymnal, even though the church song book and the school property are plainly marked to show their proper owner. The least we can say is that such practice has a bad effect on the attitude toward public property.

Torn textbooks invite further wasteful handling. Each teacher is furnished with a utility box in which is a supply of book-mending material. A child who tears a book should mend it for the educational effect in conservation of property. This should be directed sympathetically, never as punishment. The child should co-operate with the teacher in keeping books in repair.

The hand of a child is not skilful in handling a book, he seldom means to tear a book. Worn and broken equipment should be put out of sight because it suggests wanton destruction of usable property. It makes a school untidy.

More important than the elimination of waste, thereby reducing expenses, is the realization the child finally gets that school equipment and supplies come from tax money for which somebody had to work and sacrifice; that they are given to make him a better citizen and in turn a taxpayer. Every child should get it before leaving school. The co-operation and attitude by which this comes about is a direct result of very skilful teaching.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TREND OF THE TIMES

Records Sound Of Heart Beats

The sound of heart beats has been recorded on phonograph records for the first time in the history of medical science. The beats were reproduced for a class of a hundred physicians who had gathered from all parts of the United States and Canada at the Massachusetts General Hospital in Boston. They listened simultaneously through individual stethoscopes to heart beats and the sounds were reproduced in such minute detail that they served as studies in diagnosis. The recording and reproducing devices were developed by Dr. Richard C. Cabot of Boston, noted physician and educator, and Dr. Clarence Gamble of Philadelphia, and they crown eighteen years of study and experimenting. Engineers of the Western Electric Company and the Columbia Graphophone Company co-operated in the development.

Smoking Room For One Woman

After some persuasion, Miss Susan Lawrence, one of the four women members of Parliament, has succeeded in having assigned a smoking room for herself. She convinced the male Parliamentarians that even though Lady Astor and the other women frowned on cigarette smoking by women, she at least was entitled to a smoking room. Miss Lawrence is the laborite member from East Ham. She began her public career on the London school board. She served as a member of the house in 1923-24, and was re-elected in the Labor landslide in East Ham last April.

10,000 Chain Systems Control 100,000 Stores

Ten thousand chain-store systems, with a total of approximately 100,000 retail outlets, represent the growth of this method of selling in the United States. This is the estimate given by Paul H. Nystrom, in a revised study of chain stores published by the domestic distribution department of the Chamber of Commerce of the United States. Seventy-five chain grocery organizations operate about 50,000 stores. The total volume of all chain organizations, it is estimated, must be considerably in excess of $3,000,000,000.

Want Patent For Making Square Doughnuts

The patent office tradition that there is nothing new under the sun was shattered recently. A Boston firm submitted an application for a patent on a mould for the purpose of manufacturing square doughtnuts. The simple discovery that square doughnuts fit better in lunch boxes than round ones was given as the principal reason for changing the time-honored shape.

Cannes Gambling Profit Increases

Tips from gamblers amounting to 8,000,000 francs were split among the employees of the Cannes Casino for the season just ended. This sum was a record salary to all of the employees. The casino books show the receipts for the past season were unprecedented. The house percentage from the boule and baccarat tables amounted to 33,900,000 francs, 2,000,000 francs better than last year and 9,000,000 more than in 1923-24. The fact that the city of Cannes receives but 1,500,000 francs from the casino, while the employees draw 8,000,000 is causing much dissatisfaction among the citizens.

New England Leads In City Libraries

New England leads the rest of the country in the means of satisfying intellectual wants, according to Professor Thomas Nixon Carver of Harvard. In his statement he says that Maine has 119 libraries, New Hampshire 153, Vermont 115, Connecticut 155, Rhode Island 76, and Massachusetts 441, or a total of 1,059 for New England. According to the Bureau of Education, the public and society libraries of Massachusetts (exclusive of school, college and university libraries) contain 8,256,884 volumes. New York, the nearest rival, with a population of 10,385,227 as against Massachusetts' 3,852,356, had 8,107,245 volumes in its public and society libraries. During 1925 the circulation of the Massachusetts public libraries alone was 21,400,000 volumes, or five for every man, woman and child in the state.

Casualties in A. E. F. Reported at 119,568

Secretary of War Dwight F. Davis sent to the House Military Affairs Committee, on request for a report, a list of all casualties in the American Expeditionary Force between April 6, 1917, and July 2, 1921, based on official records of the War Department. The report showed that there were 36,815 officers and enlisted men killed in action; 13,536 died of wounds received in action, and 68,941 died of diseases or other causes, making a total of 119,292. Secretary Davis also reported that 276 army nurses died of disease or other causes. He said the list of casualties submitted did not include individuals separated from the service during the period from April 6, 1917, to July 2, 1921, by reason of discharge, demobilization or expiration of term of service.

War-Time Ships Fast Disappearing

The Atlantus, last of the four concrete ships built in the war period, is destined to be sunk at Cape May to be used as a ferry slip for a line between Cape May and Lewes, Del. Like her three sisters, the Atlantus was not a success as a trans-Atlantic vessel, although she made several crossings. One of the ships sank at sea, a second was scrapped in Boston, and a third is now doing double duty at Miami, Fla., as a breakwater and hotel. Stripped of their fittings, thirteen wooden hulls built in Northwest shipyards during the World War at a cost of approximately $4,225,000, will soon be consigned to the flames at Henderson Bay, Wash. At the time of their construction, during the World War, each of the ships was valued at $325,000.

Claim Vast Areas Under Old Treaties

Five hundred members of the Saginaw, Swan Creek and Black River bands of Chippewa Indians recently met in war council in Clare, Michigan, to formulate plans to ask for billions of dollars' worth of property due them, they say, under the terms of treaties signed during the early days of Michigan history. These demands if granted would make every Chippewa Indian in Michigan a multi-millionaire. The Indians demand all the islands in Lakes Michigan, Superior, Ontario and St. Clair, sixteen feet of land on each side of every creek in the state, sixty-six feet on the side of every river and ninety-nine feet around every lake. The latter claim includes the whole Detroit waterfront. Chief Elliot Collins of Clare is to be the leader in carrying the battle to the Court of Claims at Washington with yellowed treaties as weapons.

Currents Traced With Bottles

Arthur Tuttle, chief engineer of New York city, has arranged to release 10,000 sealed bottles in New York harbor. By this method he hopes to make a comprehensive study of currents and tidal changes in the harbor and the vicinity. Each bottle will contain a card requesting the finder to advise the engineer by mail as to the time and place of discovery. The bottles will not all be released at once, but in lots of 2,500 at bi-weekly intervals.

Pension Roll Shows Decrease

Disbursements for pensions in 1925 by the United States were $217,150,612, compared with $229,994,777 in 1924. During 1925 there were made and sent out 6,429,998 checks carrying an aggregate of $226,634,205 in payment of pensions, annuities, refunds and fees of examining surgeons. The net loss to the pension roll in the last fiscal year was 13,002. The roll of Civil War soldier pensioners was reduced 20,182 and the Civil War widow pensioners by 11,943. These losses were largely offset by a gain to the roll of 16,664 Spanish-American War soldiers' pensions and 2,259 Spanish-American War widow pensions. From 1790 to the end of the fiscal year 1925 the government has paid out approximately $7,053,502,000 in pensions arising out of all the wars and causes resulting from war in which the United States has been engaged.

Altitude Affects Gas Engine

The engine power of an airplane decreases one-third when it reaches an altitude of 30,000 feet above sea level, according to tests made by the bureau of standards. The loss of power, as shown by the many experiments, is caused by the reduction in air pressure as the plane ascends. Just as a mountain climber suffers from rarefied atmosphere when he reaches high altitudes, so a gas engine loses its power as it rises farther and farther above sea level.

1925 Motoring Deaths Show Heavy Increase

Automobile fatalities in the United States totaled 22,500 in 1925, an increase of about 2,200 over 1924's record. These figures were made public by the National Bureau of Casualty and Surety Underwriters. The analysis is based on the official reports of automobile fatalities in 147 cities. Motor car death rate per 100,000 population increased from 14.9 in 1923 to 15.7 in 1924, and to 17.2 in 1925. Registration during 1925 increased to 19,954,347 from 17,591,981 in 1924. Deaths to children less than fifteen years old continue to be one of the most serious aspects of the situation. During 1925 it is estimated that 6,300 children under fifteen were killed in automobile accidents, compared with 6,090 in 1924. Charles M. Upham, managing director of the American Road Builders' Association, has reported a world survey that shows there were about 30,400 persons killed and 868,000 injured in automobile accidents in 1925.

President Sees No New Tax Cut

President Coolidge put a quick stop to rumors that another tax cut was imminent. Though he expects a treasury surplus, he does not think it will be anywhere near large enough to warrant a further slash in taxes. In fact, he does not see another cut for several years to come, or at least until there is a reduction in our national debt. Statements by the President and cabinet members coupled with Secretary Mellon's prediction of a treasury surplus of $300,000,000 by the end of June, led some political writers to anticipate another tax reduction.

Ex-Kaiser's Palace As Gambling Casino

The magnificent palace on the island of Corfu once owned by the former Emperor William of Germany may soon be converted into a gambling casino. The Greek government and an Italian promoter are negotiating with the idea of making the long-abandoned imperial residence a profit-making enterprise for the Greeks. The former Kaiser in Holland protests he is still owner and objects bitterly to the plan of transforming the palace into a gambling resort. The Greek government confiscated the property under the alien property act during the World War and therefore does not recognize his claims. The palace was erected by the former Kaiser many years ago as a gift to his sister. As she never occupied it, William himself used it as a stopping-off place on his many Mediterranean cruises.

Chances on Longevity Revealed in Statistics

The chances of a person reaching the age of 100 are four in 100,000 according to L. E. Ross, director of California's Bureau of Vital Statistics. He figures that out of every 100,000 Americans born, only 90,945 live to reach their first birthday. Only 83,082 out of 100,000 live through their teens, and by the end of fifty years the original group is cut in half. The proverbial span of life—seventy years—is lived out by only 40,751. Of the four persons reaching the age of 100, not one would be alive to see his 103d birthday, so far as the law of averages is concerned, he declared.

Seek Regulation of Sea Oil Pollution

A preliminary conference of experts on oil pollution of navigable waters recently convened in Washington. Ten nations were represented. International regulation is sought to stop ships discharging oil or oily mixtures near coasts. Careless disposal of oil is a menace to property, health, comfort and safety. In harbors it has created a fire hazard to land structures and shipping. On beaches it has destroyed opportunities for healthful recreation. It is believed that thousands of birds and fish perish every year as the result of oil spilled in the ocean. A well known British scientist estimates that 500,000 tons of oil is enough to cover the entire ocean with a film.

Mosul Oil Dispute Settled

An agreement settling the dispute between Turkey and Great Britain over the Mosul oil region was signed recently at Saloniki, Greece. Turkey recognized the oil grant obtained by the British from the old Turkish government, in return for ten per cent. of all the oil produced. Mosul is said to be the richest untapped oil region in the world.

Would Continue Seal Protection

Pressure is being brought to bear on the governments of the United States and Canada to renew their seal protection agreement which ends this year. Extinction of the seal herd off the state of Washington is predicted if the treaty is not continued. When the international agreement was first reached there were 50,000 seals in the herd. Now there are over a million.

In 1924 universities and colleges in the United States received gifts and legacies amounting to $81,722,887.

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EDUCATION IN ACTION

Boston School Board Upholds Army Training

At a recent meeting of the Boston school committee, military training in the public schools was upheld and equal pay for men and women teachers rendering equal service was defeated. Mrs. Jennie Loitman Barron cast the only dissenting vote on military training. Chairman Bogan defended the drill system, declaring in its sixty-three years no headmaster of a Boston high school had ever opposed it. He declared the training conferred definite moral, physical and intellectual benefits and that in a canvass of ninety-two colleges by the United States Senate only two heads of such institutions were found to be opposed to it. Committeeman O'Hare was supported by Mrs. Barron in pressing the resolution of equal pay. Lack of funds to meet such increases in salaries led Committeemen Sullivan and Gray and Chairman Bogan to defeat the resolution.

New Endowment At McCormick

A surprise was sprung at the annual meeting of the directors of the McCormick Theological Seminary, Chicago, when the request was made that the McCormick name be eliminated from the institution's title, and a new $1,000,000 endowment was received from the children of the harvester inventor. The change in name, suggested to bring the seminary closer to the Presbyterian Church at large, was made by the donors, Cyrus H., Mary Virginia, and Harold F. McCormick, for whom the seminary was named forty years ago.

Course in Arbitration

Business and law will unite to seek a solution of the problems of commercial arbitration at New York University next Fall, in a course to be conducted by Dean Frank H. Somer of the School of Law. This will be the first time that commercial arbitration has been offered as a distinct course at New York University, and the American Arbitration Association is offering $500 to be used as awards to the students presenting the best solution to any arbitration problem studied during the year.

In 1924 Harvard received $7,780,745, Yale and Northwestern University, Evanston, Ill., each received more than $5,000,000.

June Cold Weather Shuts Boston School

Cold weather on June 7 closed a Boston, Mass., school. Miss Gertrude E. Dudly, principal of the John Marshall School, called a conference of teachers, after an hour of shivering in the unheated rooms, and it was decided to dismiss the pupils for the day. This is believed to be the first time in the history of Boston schools that cold weather caused a closing in June.

Worcester Tech to Aid In Industrial Research

Appointment of a committee of industrial research to co-operate with industrial concerns through Worcester County in the solution of technical problems, has been announced by the Worcester, Mass., Polytechnic Institute. The school offers consultative advice and laboratory investigations in problems involving electric railway bond testing, electric railway engineering, gas engineering, high voltage investigations, organic chemistry, materials of construction, power transmission, radio engineering, sanitation, and structural problems connected with buildings and bridges of masonry, steel or reinforced concrete.

Plan Survey Of Laboratories

At a conference of research institutions at the University of Pennsylvania it was agreed to undertake an inventory of research facilities of a score of important laboratories in the United States with a view to improving the scope of scientific study. Institutions and corporations represented included: American Telephone and Telegraph Company, General Electric Company, Yale, Harvard, Rockefeller Institute, Cornell, Johns Hopkins, University of California and University of Pennsylvania.

Hoover Leads Group To Aid Pure Science

Pledges of more than $3,000,000 from American industrial leaders to promote work in pure science in American universities, have been received by Herbert Hoover, Elihu Root, Charles E. Hughes and their associates of the recently organized National Research Endowment. The heads of many great corporations have entered actively into a campaign to raise $20,000,000 to aid American universities in carrying on fundamental research during the next ten years. Help was solicited on the ground that laboratory work on fundamental scientific law was threatened with extinction in most American universities and colleges because of pressure from two sides. First, American industries have been stripping the universities of original workers, and, secondly, university students have increased from 250,000 to 500,000 in ten years, compelling universities to discontinue experiment in order to concentrate on teaching. Educators hail the proposed endowment as a fullfillment of their needs and industrialists see in it their surest hope of progress.

Needham, Mass., Has School for "Whoopers"

Needham, Mass., recently opened a "whooping cough school." The disease had caused many pupils to be absent, so Superintendent Davis obtained permission to open a school for whooping cough patients who have sufficiently recovered and thus prevented their failing of promotion. Sessions were carried on in a portable building on the hospital grounds.

Only Lightweight Teachers Need Apply

The Salmon River school of Northern California makes weight the governing factor in the choice of a teacher. Applicants are required to state their weight and too much avoirdupois automatically stamps the application "unsatisfactory." The reason is that the school is situated in the mountains far from a road. Going or coming the trip must be made across snow-covered divides on muleback. Experience has proved to the satisfaction of both guide and mule that heavy teachers are a source of trouble, so the board adopted the policy of engaging physical lightweights.

Want Chemistry Text "Bone Dry"

The Williamstown, W. Va., council of the Junior Order of United American Mechanics asked the local high school to do away with an old chemistry textbook which describes the distillation of alcohol.

Herman C. Knight of Littleton, Mass., who becomes superintendent of the Belchertown-Enfield district, succeeding Alvan R. Lewis, was chairman of the committee appointed by State Commissioner of Education to study rural education in the state in 1924.

Professors Differ On College Football

The Bulletin of the American Association of University Professors for April condemned intercollegiate football as it is now conducted, as conducive to drinking and dishonesty in colleges, as a distortion of values that remain with college men throughout their lives and because of neglect of the studies which are the "fundamental purpose of a college education." Recommendations were made to limit undergraduates to one year of varsity football, to provide schedules of not more than four games a season and to have faculty coaching. Various school heads made public comments on this topic. Chancellor Brown of New York University expressed the opinion that his institution saw greater advantages in the sport as now conducted than under the suggested changes. Rev. Charles J. Deane, dean of Fordham University, declared that such drastic action would not prove beneficial. President Olds of Amherst College asserted that there is no moral menace from football as conducted at Amherst. Dean Christian Gauss of Princeton expressed the wish that football be played all year round as "the football season is probably our healthiest season of the year." The Carnegie Foundation, it has been learned, has undertaken a two-year study of college athletics and their relation to the curriculum, to determine the permanent effect upon the health and longevity of students engaged in such sports as football and rowing.

—

Film Seminary Will Open

The Berlin, Germany, Board of Education is planning to start a film seminary to train teachers in demonstrating educational motion pictures in public schools and high schools. The course will comprise the mechanical details of movie machine operation, manufacture of films, and the working out of new methods and fields in which the screen can be used in connection with regular classroom work. Attendance at the course will be obligatory. Other cities are being urged to start similar training courses.

—

Phonetic Spelling Boosted in England

A petition, endorsed by many prominent men in England, is being circulated asking the Prime Minister to appoint a royal commission to consider and report on the question of simplified and phonetic spelling. Sir Robert Baden-Powell's signature is first on the petition, as he is vice-president of the Simplified Spelling Society, and he is supported by a number of professors in the English universities. Conservative England, however, has never been enthusiastic about proposals to substitute phonetic spelling for the present tangled orthography. It is recalled that the late Sir Isaac Pitman, whose name is connected with a world famous system of shorthand of his invention, also was an enthusiastic advocate of phonetic spelling. His campaign for a new orthography was as pronounced a failure as his shorthand method was a success.

—

Africa's Largest University

El Azhar, dating back to the tenth century, is the largest university in Africa. It is strictly Mohammedan and only Arabic is spoken. There are between 7,000 and 7,500 students and over 250 professors. The students sit on matting on the floor while the teacher sits cross-legged on a wide wooden chair facing his class. The teacher declaims at great length, asks no questions and uses no blackboard or diagrams of any kind. The student brings with him his padded quilt in which he wraps himself up at night and lies on the floor. During the day it is rolled up and laid on a shelf. The student's food consists of two thin round loaves. Once a day he buys a hot dish, usually consisting of beans in tomato sauce, from one of the many street barrows or at a food shop. Notwithstanding the introduction of algebra, astronomy, drawing and natural history and hygiene, the institution is more of a monastery than a university. It is regarded as the great centre of religious and secular instruction in Egypt.

—

Teachers' War Opens in England

War to a finish has been declared by the schoolma'ams of Britain because of a recent resolution by the English schoolmasters that no male teacher should serve under a woman principal. In a public announcement the National Union of Women Teachers aver they welcome the "sex warfare" resolutions of the Schoolmasters' Association, "as we now know exactly where we stand, and by organizing our forces we shall the more easily be able to resist this belated effort to stem the tide." The women teachers are backed up in their stand by the Women's Freedom League, Lady Frances Balfour and other women of prominence.

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The BOOK TABLE

STUDIES AND SONGS FOR INDIVIDUAL SIGHT SINGING. Books One and Two. Music by Laura Bryant, director of music in the public schools of Ithaca, N. Y. Words by Edith Horton. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Laura Bryant has made Ithaca public school music famous largely because of the vast amount of practice the children have had in singing, spiritedly and artistically, songs embodying the principles developed in lessons in rhythm, melody and harmony.

No basal series can hope to provide so much practice in sight singing with entirely new music and words admirably adapted to catch the interest of every child as the song titles suggest: "A Snowflake Butterfly," "Star Lights," "The Good Fairy," "The Mother Bird," "Boating," "The Mill," "Morning Is Here," "The Cuckoo," "Flower Day," "The Fountain," "The Shepherd," "The Foolish Robins," "The Frog and the Moon," "The Secrets," "The White World," "The Nightingales and the Frogs."

There is something compellingly refreshing in the words as well as in the music, and whatever basal books are used these inexpensive extension books will be invaluable.

THE BEACON GATE TO READING. By M. E. Sullivan and Philena Morris Cox. Illustrated by Blanche Fisher Laite and Kayren Drafee. Boston, New York, Chicago, Atlanta, Dallas, Columbus and San Francisco: Ginn and Company.

Ingenuity goes over the top in "The Beacon Gate to Reading." We rejoice in our opportunity to see all important school texts, for they are a constant revelation of the ingenuity of teachers and book makers, and this is certainly the height of aspiration in this matter.

To one who has no suspicion of what has been going on in the study of the reading of little children much of this book could easily be absurd, for it is as far from the word and sentence method of a few years ago as that was from the a b c method of learning to read.

Knowing that the eye is a highly important agent in the reading process, the authors have worked out exercises intended to develop *focal fields, wider perceptual spans, and eye-sweeps from left to right, and to reduce to the minimum eye-pauses and eye-regressions.*

Slow, hesitant, and uncomprehending reading has been shown to be the result, in large measure, of mechanical distraction. These distractions can be largely eliminated through proper practice in the mechanics of reading.

No word is used that is outside the experiences of any child of normal environment.

What would "focal fields," "perceptual spans," "eye sweeps," and "eye regressions" have meant to any teacher even ten years ago? What do they mean today to any teacher who is living even ten years ago professionally?

FUNDAMENTALS IN ENGLISH. A Textbook for Teachers Colleges Treating the Subject-Matter of Formal English From the Professional Point of View. By E. A. Cross, dean of Colorado State Teachers College, Greeley. Cloth. 525 pages. New York: The Macmillan Company.

Dean Cross has specialized on making teaching of teachers vitally different from teaching subjects academically. We have watched his work in Greeley for several years and with ardent professional devotion he has one unswerving purpose to make the teaching of subject methods in a teacher's college professional rather than scholastically academic, and he has prepared a book that embodies his spirit as well as his method. He maintains high standards of English for use in speech as well as in writing, but he goes beyond that in presenting various lines of approach so that teachers will have resources for emergencies when their pupils have varied backgrounds, racial or national. It is a book in a class by itself prepared by a teacher training specialist who is in a class by himself.

THE RHYMES OF GOOCHY GOGLES AND HIS POLLYWOG AND "WOGLES." By Andrew F. Underhill. Illustrated by Katherine Sturges. Cloth. Profusely Illustrated in Color. Published by McLoughlin Bros., Inc., Springfield, Mass.

This is thoroughly bewitching for little people. There are sixty-five original rhymes, each elaborately illustrated, as little people like to have their books made so funny that they are captivating in every rhyme and in every picture. The ingenuity of the authors baffles description. They know children perfectly and they know how to awaken the interest of every child and how to hold their interest.

Nothing surpasses this book of rippling, jovial, frolicsome rhymes preposterously illuminated. There is not a page that does not defiantly challenge rapturous admiration for the artist's genius. A few titles are suggestive: "Wiggle Waggle," "The Juggerango," "Piggie Wufftums," "The Lallapaloosa," and "Nibblesey-Wibblesey."

BETTER HEALTH FOR LITTLE AMERICANS. By Edith Wilhelmina Lawson, Rockford, Illinois. Chicago: Beckley-Card Company.

This book adds materially to its attractiveness as a school reader for little children by the black and white illustrations, wholly original in conception and captivating in execution. Fruit is just as interesting in black and white as in red and yellow.

PERMANENT PLAY MATERIAL FOR YOUNG CHILDREN. By Charlotte G. Garrison, Kindergartner, Teachers College. Introduction by Patty Smith Hill. New York: Charles Scribner's Sons.

There has never been so complete a presentation of variety and value of "Permanent Play Material for Young Children" as is here listed and its use clearly and interestingly explained. As we visit kindergarten rooms, as we do in every state in the Union, we are greatly impressed with superiority of rooms that abound in permanent play material.

Books Received

"Poems by Robert Louis Stevenson."—"Lives of the English Poets." By Samuel Johnson. Volumes One and Two.—"Wanderings in South America." By Charles Waterton.—"In the South Seas and Island Nights' Entertainments." By Robert Louis Stevenson.—"Dr. Jekyll and Mr. Hyde." By Robert Louis Stevenson. New York: E. P. Dutton and Company.

"Farm Economics." By Frank William Howe.—"Second Course in Algebra." By Joseph A. Nyberg.—"United States, Its Past and Present." By Henry W. Elson. New York: American Book Company.

"The Constitution of the United States." By William Backus Guitteau and Hanson Hart Webster. Boston: Houghton Mifflin Company.

"Junior Latin Lessons." Book One. By Benjamin L. D'Ooge and Dorothy M. Roehm. Boston: Ginn and Company.

"Benny Bearskin." By Guy Winfrey. Springfield, Mass.: Milton Bradley Company.

"Natural Laws and Human Hopes." By M. C. Otto. New York: Henry Holt and Company.

"Opportunity and Accomplishments in Secondary Education." By Paul H. Hanus. Cambridge: Harvard University Press.

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Youthful Ambition

Little Elizabeth (visiting her uncle on the farm)—"And do your pigs want to be bacon or sausages when they grow up?"

Hard Workers, These Boys

"Does your man work, Mrs. Waggs?"

"Oh, yes; he peddles balloons whenever there's a parade in town. What does your husband do?"

"He sells smoked glasses during eclipses of the sun."

Signs in the Sky

Mrs. 'Arris (seeing sky-writing for the first time)—"Lawk, Mrs. 'Iggins, wot be that?"

Mrs. 'Iggins—"That'll be some o' that there wireless caught fire, I'll be bound."

His Only Chance

Hans—"Father, why was Adam made first?"

Father—"To give him the chance to say a few words."

Poor John!

Mrs. Peck—"John Henry, did you mail that letter?"

J. Henry—"Yes, my dear. I—er—held it in my hand all the way to the mailbox. I didn't even put it in my pocket. I remember distinctly, because——"

Mrs. Peck—"That will do, John Henry. I gave you no letter to mail."—Judge.

Believing in Signs

Teacher (to tardy student)—"Why are you late?"

Bobby—"Well, a sign down here—"

Teacher—"Well, what has a sign got to do with it?"

Bobby—"The sign said—'School Ahead—Go Slow.'"

Father's Day

Little Ada—"Mother, shall I run out and post this letter?"

Mother—"No, child, certainly not. It's pouring in torrents, and not fit to turn a dog out of doors. Let your father go."

Value of Education

"Has your boy Josh been any help to you since he came home from college?"

"Some," answered Farmer Corntossel. "He doesn't do much work, but he gives me many a helpful hint about the best show to see when I go to town."

The Reason Why

Salesman—"Can I sell you a vacuum cleaner?"

Lady—"No, we have no vacuum to clean."

Teacher Knew

"Well, son, what did teacher say about the composition?"

"She said my father ought to know better."

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THE ARLO BOOKS

READING—INTERPRETATION—EXPRESSION

I have just returned from a visit to the meeting in England of the National Union of Teachers.

While I was there, Mr. Tom Bevan, a master, became interested in the Arlo Plan. He asked for a book or two for a more careful reading. A day later he asked me if I would call on Sampson, Low, Marston, Ltd., in London, where he acted as editor of the Education Department. Mr. Rymer, the managing director, seemed to like the books, and the plan, as much as did Mr. Bevan.

The result was a contract, under which Sampson, Low, Marston, one of the strongest houses in England, will publish the whole **ARLO** series as the leader in their educational group.

The type and composition will be copied to the smallest detail, as they were kind enough to say that there is nothing in England that compares with this work in the **ARLO** series.

I hardly expected to rouse much interest with any American book in English educational circles, as this is a rare occurrence, so you must excuse me if I tell you about it.

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ALLSPICE	.55	ANITA	.65
CLEMATIS	.60	WHO KNOWS	.50
ARLO	.55	PATHWAYS	.80

BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY

NEWTON UPPER FALLS, MASS.

Meetings To Be Held

JUNE.

27-July 2: American Classical League, Philadelphia, Pa. Andrew F. West, Princeton, N. J.

28-July 2: American Home Economics Association, Minneapolis, Minn. Marie Sayles, 1123 East Kearsley Street, Flint, Michigan.

27-July 2: National Education Association, Philadelphia, Pa. Mary McSkimmon, Pierce School, Brookline, Mass.

28-July 2: National League of Teachers' Associations, Philadelphia, Pa. Harriet E. Scofield, 3017 Park Avenue, Minneapolis, Minn.

JULY.

1-2: National Association of Visiting Teachers, Philadelphia, Pa. Edith M. Everett, 1421 Race street, Philadelphia, Pa.

5-8: Music Teachers Association of California, San Diego. C. C. Draa, 438 Music-Art Building, Los Angeles.

28-29-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. W. W. Landers, Charleston, W. Va.

28-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. R. S. Grossley, State College for Colored Students, Dover, Del.

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

NOVEMBER.

1-6: Iowa State Teachers Association Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa.

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Buffalo, N. Y. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull. West Chester, Pa.

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We use the umbrella to symbolize the protection from unexpected loss of salary due to Accident, Sickness or Quarantine afforded by a policy in the T. C. U. The Teachers Casualty Underwriters is a national organization of teachers for teachers. For the small cost of less than a nickel a day, it will assure you an income when you are sick or quarantined, or when you are accidentally injured. It will also pay you Operation and Hospital Benefits.

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